

# Kentucky Teacher

September 2010

News for the Nation's Most Innovative Educators

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## AP summer institutes advance teacher, student learning

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# Kentucky Teacher

News for the Nation's Most Innovative Educators

Commissioner of Education

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**Front cover:** Franklin-Simpson High School (Simpson County) teacher Steven Whitledge participates in the 2010 Advanced Placement Summer Institute at The Center for Gifted Studies at Western Kentucky University on June 28. Photo by Amy Wallot

## SB1 modules available

KET, in collaboration with the Kentucky Department of Education, has launched *Transforming Education in Kentucky: A free, media rich introduction to Senate Bill 1*. Seven informational interactive modules are designed for educators, students and parents who want to understand the educational effects of 2009's Senate Bill 1 (KRS 158.6453). Each module includes readings, videos and interactive exercises. The modules are:

**Module 1:** Kentucky's Next Education Reform: Overview

Learn more about Senate Bill 1 and how it compares to Kentucky's current system. State and national education leaders reflect on why education reform is needed to ensure high school graduates are college- and career-ready.

**Module 2:** Revised State Content Standards

Discover why content standards are important and the advantages to having common core standards across multiple states. The module also looks at the process under way in Kentucky to implement the Common Core State Standards and to develop new standards for the entire curriculum.

**Module 3:** Great Teachers and Great Leaders

Explore the characteristics of great teachers and leaders and gain some insight into the new teacher and principal evaluation system that is part of Senate Bill 1.

**Module 4:** Assessment Literacy

Learn about some of the essential components of a balanced assessment program, including assessments both for learning (formative) and of learning (summative) to accurately measure student achievement.

**Module 5:** Balanced Assessment and Accountability System

Find out about the components of Kentucky's new balanced assessment system and the characteristics upon which accountability systems are being developed.

**Module 6:** Turning Around Struggling Schools

Examine the qualities of high-performing schools and new efforts in Kentucky to turn around consistently low-performing schools.

**Module 7:** College and Career Readiness

Take a look at the ties – strengthened by Senate Bill 1 – between P-12 core content standards and college and career requirements. You'll learn more about what it means to be college- and career-ready and the strategies that will prepare Kentucky school children for success in life.

The series is approved for professional development and EILA credit. Educators will need to check with their districts to see if the district will approve the modules for credit.

To view the modules, teachers should visit [www.teachersdomain.org](http://www.teachersdomain.org). Click on "State and Local Collections" then "Transforming Education in Kentucky."



Photo by Amy Wallot

## Camera ready

Eastside Middle School (Bullitt County) teacher Matt Murphy, left, holds a flash for KET photographer Steve Schaffer, center, as Schaffer demonstrates lighting for a portrait during the KET Multimedia Professional Development Days in Lexington. At right, Atherton High School (Jefferson County) English as a Second Language teacher Holly Coryell poses as the model for the picture. The workshop's topics focused on multimedia equipment use and teaching methods for the classroom.

# Eleven alternative programs selected as best practice sites

Eleven alternative education programs have been selected by the Kentucky Department of Education (KDE) as Best Practice Sites in recognition of the work of educators and programs that serve at-risk students.

Alternative education programs include A5 and A6 programs. A5 programs are school district-operated and district-housed instructional programs that provide services to at-risk students with unique needs. A6 programs are district-operated instructional programs in non-district facilities or schools that serve state agency children through the Department of Juvenile Justice, the Department of Community Based Services and/or the Department for Mental Health and Mental Retardation Services.

The programs were nominated in three categories:

- Category 1: Curriculum, Instruction and Assessment
- Category 2: Culture, Support and Professional Development
- Category 3: Leadership, Resources/ Organization and Planning

The 11 programs named as Best Practice Sites for 2010 are:

- Ramey-Estep High School (Boyd County) – all three categories
- Calloway County Alternative Education Center – all three categories
- Calloway County Day Treatment Center – all three categories

- ACE High School (Christian County) – Culture, Support and Professional Development
- Bellewood Presbyterian Home for Children (Jefferson County) – all three categories
- The Brook KMI School (Jefferson County) – Curriculum, Instruction and Assessment
- Peace Academy (Jefferson County) – Leadership, Resources/Organization and Planning
- The Providence School (Jessamine County) – all three categories
- Bellevue Learning Center and Day Treatment Center (Madison County) – Culture, Support and Professional Development and Leadership, Resources/Organization and Planning
- Buckhorn Children's Center School – Buckhorn Alternative School (Perry County) – all three categories
- Learning Opportunities Center (Simpson County) – Culture, Support and Professional Development

Each program selected as a Best Practice Site will receive \$1,000 for instructional support and will be formally recognized at a meeting of the Kentucky Board of Education.

## MORE INFO...

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## COMMISSIONER'S COMMENTS

By Terry Holliday, Ph.D., Commissioner of Education

# Using technology to improve learning, keep school in session

During the regular session of the 2010 General Assembly, the school calendar issue was once again a major item for discussion.

Due to the H1N1 virus, snow days, flood days and many other “disaster” impacts, superintendents once again were faced with difficult decisions about canceling school and scheduling makeup days.

The current two-year budget bill contains requirements for school calendars. The bill’s language says that the school term shall include, at a minimum, the equivalent



Holliday

of 177 six-hour instructional days, which is 1,062 instructional hours. But, it is very clear that the intent of the legislature, supported by the Kentucky Department of Education (KDE), is that school districts should include 177 six-hour instructional days in their 2010-11 calendars.

As commissioner of education, my primary focus is making certain our students have access to instruction that will ensure their success and their future. For that reason, I was very opposed to waiving instructional days or hours. However, having served as a local superintendent, I also know how difficult the development of a school calendar can be and how difficult it is to schedule makeup days.

KDE is piloting a new program to find solutions to the high number of instructional days missed over the last several years due to weather, illness and other disasters. The pilot program involves using virtual learning on the Internet to avoid losing instructional days to the reasons named above.

The pilot program will

involve five to 10 districts from the eastern part of the state.

KDE will work with these districts to ensure that challenges like computer availability and Internet access in rural areas are addressed.

To be considered for the pilot program, a district must have missed an average of at least 20 days over the last three years and must have a plan in place to describe its strategies and ensure access to computers. Districts that are chosen for the pilot will receive funding to assist with the purchase of additional workstations and will receive support from KDE to ensure that there is full access to the Internet in the district.

KDE will begin working with the districts as soon as possible and will keep you updated through *Kentucky Teacher* on how the pilot is working in the schools.

### Teacher and principal effectiveness

KDE is developing statewide instruments to measure teacher and principal effectiveness.

Why are we working on changes to the evaluation process? In my travels throughout the state, I hear from superintendents, principals and teachers that the current system of evaluation in Kentucky may not be as strong as we need, given the research showing the impact of teachers and principals on student learning. Also, the Race to the Top application, Title I reauthorization,

federal grants and foundation grants all focus on effective teachers and principals. The vocabulary is changing from “highly qualified” to “effective.”

What is the timeline for the revisions? In the 2009-10 school year, we had four districts that worked to develop a process for measuring teacher effectiveness. This work was funded through our grant from the Wallace Foundation. Also, based on Wallace Foundation work, Kentucky has been one of the lead states in the nation for the development of principal effectiveness measures. We’ve had 23 districts volunteer to work with KDE during the 2010-11 school year and beyond to field test and pilot multiple means of effectiveness.

What are the components of teacher effectiveness? The research around this is mixed; however, there does seem to be agreement that a strong teacher effectiveness system must have multiple measures. In Kentucky, we are looking at student growth, teacher self-assessment, observa-

tions, 360-degree assessment, artifacts/evidences and student voice. For principals, there will be similar measures.

As this work progresses, I am eager to share it with you since the result of new teacher and principal effectiveness systems will be of great interest to this audience.

### Race to the Top

As you know, Kentucky was not chosen for an award in the second round of Race to the Top (RTTT) funding. This is disheartening news for Kentucky. We believe that the state’s RTTT application was strong and focused on the best outcomes for students. Now KDE will begin to prioritize the items in our plan and look for alternate funding sources. This will slow our implementation and progress, but the RTTT plan is Kentucky’s blueprint for the future of P-12 education, so we won’t set it aside.

I look forward to continuing work with Gov. Steve Beshear, the Governor’s Transforming Education in Kentucky task force and the General Assembly to accomplish our strategic priorities for Kentucky’s students in the coming years.

I thank all of you for the hard work you perform daily on behalf of the students of this state. Your dedication to getting the work done and the high quality of your work is impressive and appreciated, especially given the cuts school districts have already taken in both budget and personnel positions due to the serious economic situation the state faces. I am honored to work with each of you and to be your commissioner.

(To comment on this topic, contact Commissioner Holliday at [terry.holliday@education.ky.gov](mailto:terry.holliday@education.ky.gov))



Photo by Amy Wallot

### Show bunny

Bondurant Middle School (Franklin County) 8th-grade student MacKenzie Jones holds her rabbit, Oreo, at the Franklin County Fair and Horse Show in Frankfort. Jones is the vice president of the FFA at Bondurant Middle under the direction of Western Hills High School (Franklin County) teacher J.R. Zinner. Jones and other student members of FFA engage in a wide range of curriculum and activities in middle and high schools.

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# Marcum believes board member role is always being student-centered

In July, Gov. Steve Beshear reappointed two members and named five new members to the Kentucky Board of Education. To give educators throughout the state the opportunity to learn more about the men and women who serve on the state board, *Kentucky Teacher* presents readers a series of question-and-answer sessions with board members. In this issue we introduce Roger Marcum.



Marcum

Marcum, of Nelson County, represents the 3rd Supreme Court District. He is a former principal, superintendent and national Milken Educator award winner. In 2006, he was named superintendent of the year by the Kentucky School Boards Association. He is the executive vice president of St. Catharine College in Springfield. Marcum's term expires April 14, 2014.

## What impact do you hope to bring to the board in the immediate future?

Having served for 34 years in Kentucky P-12 public education, I hope to bring a practitioner's viewpoint to our work. In making decisions at the state board or even local board level, we must be careful to consider the impact for the student, parent, teacher, staff, principal, superintendent and other stakeholders.

## What long-term goals do you have as a member of the board?

During my 10 years as a school superintendent, I strived to provide pathways for all students to succeed with some success, but also with some disappointment. I hope during my tenure as a Kentucky Board of Education board member to see significant progress in ensuring all students will be prepared for and will seek postsecondary education. I am convinced that many of our students and their parents are not fully aware of the value and need for postsec-



Photo by Amy Wallot

Justice Daniel Venters swears in new and reappointed members of the Kentucky Board of Education on Aug. 4. Pictured left to right are Roger Marcum, William Twyman, Martha Jones, Jonathan "Jay" Parrent, Judith Gibbons and Mary Gwen Wheeler.

## Board selects officers, approves first EMO

By Matthew Tungate

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The newly revamped Kentucky Board of Education fleshed out the state's assistance program for persistently low-performing schools during its meeting in August.

Earlier this year, the Kentucky General Assembly passed House Bill 176 (KRS 160.346), which gives persistently low-performing schools four improvement-model options. One option is turning over the day-to-day operations of the school to an Educational Management Organization (EMO).

The Kentucky school board approved the first EMO in August. The department only received one response to its request for information (RFI), from Alvarez & Marsal Public Sector Services. The company has offices in New York and Atlanta, among other cities.

According to its RFI, the company brings virtual learning into a physical classroom, as well as incorporating online assessments and professional development. All students and teachers would have to have netbook computer access for the school year.

The board also reviewed proposed changes to regulations that it hopes will help persistently low-performing schools.

ondary education, particularly the opportunities provided by career and technical education.

The successful implementation of the Common Core State Standards; the quality of teaching nec-

The Department of Education has eliminated its Highly Skilled Educator program, in which a specially trained educator would help improve the management and teaching practices in a struggling school, and replaced it with a new program called District 180.

Under the District 180 model, the department will "provide highly skilled leadership, support and education assistance for low-achieving schools," according to the proposed regulation. District 180 would employ three Education Recovery Directors, who would be responsible for managing teams of one Education Recovery Leader (a mentor to the principal) and two Education Recovery Specialists (one each in mathematics and literacy) for each persistently low-performing school.

The board will vote on the changes, which have already been enacted, at its October meeting.

The meeting was the first for five new board members. They are:

- Jonathan "Jay" Parrent of Caldwell County
- William Twyman of Barren County
- Roger Marcum of Nelson County
- Mary Gwen Wheeler of Jefferson County
- Martha Jones of Boyd County

The board voted David Karem as board chair, with Dorie Combs and C.B. Akins serving as vice-chairs.

The Kentucky Board of Education's next regular meeting is Oct. 6 in Frankfort.

**MORE INFO...**  
<http://bit.ly/KyBdEd>

## What do you think are some of the unique aspects about education in Kentucky?

Although 20 years have passed since the enactment of Kentucky Education Reform Act (KERA), I continue to be impressed with the comprehensive approach of that legislation in an effort to transform Kentucky's P-12 education system. I also believe the long-term commitment to many of the strands of KERA by so many inside and outside of the education community is unique.

Over the years, the assessment and accountability has been the lightning rod for controversy and, as a result, there have been many changes, but there continues to be a commitment to finding a fair, valid and reliable way to assess student achievement with accountability for the results.

## Who was your favorite teacher and why?

Alma McGeorge, my 10th-grade English teacher at Hazel Green High School (East Bernstadt, Ky.). Besides her highly competent teaching, she was caring, friendly and always encouraged me to consider going on to college. She didn't just teach but was also an inspiration.

## Other than more money, what do Kentucky schools need most?

More meaningful parental involvement and a partnership between the home and school to ensure a child's total needs are adequately met. For Kentuckians to fully understand that education should be seen as an investment not a cost – an investment which will improve the quality of life in the commonwealth.

## What are the biggest obstacles facing Kentucky children?

Inadequate resources; having a quality teacher in every classroom; focused, effective leadership in all schools; and districts and support of parents and communities as meaningful partners.

essary to ensure the opportunity for all students to meet or exceed those standards; a fair, valid and reliable assessment and accountability system; and the development of the leadership necessary

to make all of this happen are priorities for me.

I would also like to see each and every child have an opportunity to be educated in a 21st-century educational facility.



# Program Reviews a shift from test-centered to program-centered

By Matthew Tungate

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Terra Greer, principal at E.P. Ward Elementary School (Fleming County), learned something interesting while piloting Program Reviews, a new way for measuring how well Kentucky schools are teaching students writing and arts and humanities. She could not find evidence to demonstrate how well her school was providing students with opportunities in the arts and humanities.

"In light of the program review results, we will be making some slight changes to the writing program, but our arts and humanities program will be undergoing a whole new scope and sequence," Greer said.

Senate Bill 1 requires the Kentucky Department of Education to implement a new assessment and accountability model for public schools by 2011-12, and Program Reviews are part of that model. Even though neither the accountability model nor the role Program Reviews will play in it have been determined, 48 schools from 34 districts tested Program Reviews in a combination of writing, arts and humanities, and practical living/career studies, according to Rae McEntyre, assessment liaison with the state Department of Education.

Rather than testing students with paper and pencil to see what they have learned in the three areas, schools gathered evidence about how they integrated the subjects across their curricula and whether they provided students with opportunities to learn, among other things, McEntyre said.

To conduct a program review, a school forms a team of administrators and teachers to look for evidence of specific events or occurrences, called characteristics, expected in a school functioning at high levels. An example would be "students will be taught by teachers who are certified in the subject area they teach," McEntyre said.

Several characteristics would establish a demonstrator, which is a broader trait describing what is



Photo by Amy Wallot

Art teacher George McKee helps then 4th-grade student Ashley Howell create an African mask at E.P. Ward Elementary School (Fleming County). E.P. Ward Elementary is one of 48 schools from 34 districts that piloted Program Reviews in writing, arts and humanities, and practical living/career studies this past spring.

happening in a school considered fully functioning, such as "students have access to a quality arts program," McEntyre said. Several demonstrators lead into four standards: curriculum and instruction; formative and summative assessment; professional development and support; and administrative/leadership support and monitoring. The standards then establish the quality of the overall program.

The school team will identify evidence and establish a rating at each level from fully functioning to no implementation using a green, yellow and red scale.

"We are telling teachers, 'Use your professional judgment,'" McEntyre said. "We know that every school is different, and they know what resources they have in their building."

Greer said her team found the Program Reviews "extremely valuable."

"We learned we were meeting many of the criteria of the demonstrators, but we may not have been keeping the evidence," she said. "Or we may not have been meeting a demonstrator and could see immediately areas of need or concern. Schools and districts want

immediate feedback; a program review gives you just that, and the next steps must be decided within the school's leadership team."

Lincoln County Middle School, which piloted arts and humanities and practical living/career studies Program Reviews, also will be making changes based on its results, according to Academic Program Consultant Sarah Hagans.

"Throughout the process, we had many great discussions that had us really thinking about what and how we teach as well as what and how we assess," Hagans said. "The reviews have sparked many thought-provoking conversations that have impacted our improvement plans for our programs in our school. We've already begun making changes based on our results."

As part of the pilot program, Montgomery County High School's team found it has areas for improvement in its practical living/career studies department, according to guidance counselor Lacy Carrington-Gross.

"We need to equally distribute better technology throughout the different departments, work on

## Level of Implementation at Characteristic and Demonstrator Levels



### Accomplished (Green)

Implemented as a natural part of planning across all content areas and grade levels.



### Progressing (Yellow-Green)

Implemented in most content areas and grade levels.



### Emerging (Yellow)

Implemented in some content areas and grade levels.



### Initiating (Red-Yellow)

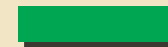
Implementation is in the planning stages for content areas and/or grade levels.



### No Implementation (Red)

No plan has been developed for implementation at the content area or grade level.

## Performance Rating at Standard and Program Levels



### Major Strength

High implementation levels demonstrate a strong, effective program in this standard. There are minimal areas that require improvement to the program. However, the expectation remains that the school will continue to take opportunities to improve and strive to further enhance the school's program.



### Important Strengths with Areas for Improvement

Implementation at this level indicates several strengths in the school's program in this standard. Areas of growth can be identified.



### Strengths Just Outweigh Weaknesses

More areas of strength can be identified than areas of weakness in the school's program in this standard. However, strengths just outweigh weaknesses.



### Important Areas of Weakness

Partial implementation results in identification of few areas of strength in the school's program in this standard. More areas of concern are identified than strengths.



### Major Weaknesses

Overall lack of implementation demonstrates major weaknesses in the school's program in this standard.

having more collaboration going on throughout the school between different departments and seek more opportunities to have outside agencies, business and community partners get involved in our programs," she said.

The Program Reviews help schools improve more than seeing results from the Kentucky Core Content Test, Hagans said.

"Because the Program Reviews are evaluations rather than tests, the data that you get is more about how to improve your programs rather than a report of how stu-

dents did and what content strands are weak," she said. "So our 'data' was a list of program characteristics and demonstrators that we did well on as well as those that we needed to target for improvement."

Hagans, a former arts and humanities teacher, said one of the biggest changes teachers will see is that writing, arts and humanities and practical living/career studies are no longer broken down to just test results.

"We're all used to prepping all year and administering a test at

(See **Program** on page 16)



# Project Lead the Way adds biomedical science courses

By Matthew Tungate

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Last year, 47 students at Muhlenberg County High School used hands-on activities to study diabetes to learn about homeostasis and metabolism, and they investigated sickle-cell disease while learning about genetics and DNA.

Biology teacher Jon Ezzell, in his fifth year at Muhlenberg County High, said last year was the first year for Project Lead the Way (PLTW)'s Biomedical Sciences program at the school. The program helps students understand biomedical sciences and prepares them for careers in the field using the same techniques PLTW has used in its courses related to science, technology, engineering and mathematics.

Ezzell thinks the program gives students real-world insight into the biomedical science industry and lays a foundation that will help them succeed in college.

"I didn't have students ask, 'Why do we need to learn this?' because it was obvious to them that what they were learning was important," Ezzell said. "The first

class takes some of the best labs, projects, technology and writing assignments from biology, anatomy and physiology, chemistry, and even math and physics courses and blends them together throughout the curriculum into meaningful learning experiences for the students. That's what really sold me on the program."

By the second half of the course, Principles of the Biomedical Sciences, students were starting to connect what they were learning with their other classes, he said.

"Students would literally shout, 'Hey, we just talked about that in chemistry!' and you could see that they understood why learning chemistry was helping them understand diseases like diabetes or hypercholesterolemia," he said.

The PLTW Biomedical Sciences pathway began in Kentucky in 2008 as a supplement to mandated science courses for high school students and for those who have an interest in pursuing a health care career, according to Karen Smith, state lead for Biomedical Sciences with the Kentucky Department of Education. The program consists of a sequence



Photo by Amy Wallot

Biology teacher Jon Ezzell helps (pictured left to right) then-freshmen Hannah Moore, Emily Flener, Mariah Lanoire and Darah Doss with an experiment analyzing DNA during Principles of the Biomedical Sciences class at Muhlenberg County High School. Muhlenberg County High is one of several Kentucky schools implementing the Project Lead the Way (PLTW) Biomedical Sciences pathway for their students.

of four courses, each with progressively more difficult content.

PLTW provides a curriculum that is rigorous and uses real-world activities, projects and problems, Smith said. The curriculum includes day-by-day student work; support and enhancement activities; course vocabulary; instructional resources; and an annually

revised end-of-course exam.

Hopkins County Central High School implemented Biomedical Pathways last year as a two-semester course geared toward top-performing incoming freshmen, according to Joseph Miller, a biology and chemistry teacher in his third year.

Principles of Biomedical Sciences is a project-based learning course, and it can be very intense and motivating at the same time because the material can be related to real-life situations, he said.

"The Biomedical Sciences pathway is a good addition for students because it affords the opportunity to take a very hands-on approach to the field and perform experiments, such as DNA gel electrophoresis, that I did not see until my first years in college," Miller said. "The course gives students a very big stepping stone in any science field because the curriculum is so integrated and saturated with many other fields of science (e.g. biology, chemistry, biotechnology)."

Smith said the Biomedical Sci-

ences career pathway, like many in the Career and Technical Education Career Pathways, allows students to see why they are learning concepts in mathematics and science classes.

"All courses are aligned with national math, science and health science standards and, through the projects introduced throughout the courses, students relate concepts to real-world applications for said concepts," she said.

For example, Miller said many students had trouble understanding material in the DNA and chromosome activities.

"But after actually performing the activities and having the opportunity to build models and look at 3D structures online with interactive tutorials, my students seemed to grasp the subject and those sections of the curriculum were some of the most memorable for them (and they performed well on those sections of the final exam)," he said.

Henderson County High School  
(See **Project** on page 16)

## Outline of the courses in the Biomedical Sciences Career Pathway

The first course, **Principles of the Biomedical Sciences**, lays the foundation for the subsequent courses. It also is the engagement course designed to introduce students to the broad field of biomedical science. The biology concepts necessary for success in the course are embedded within the curriculum. In this course, students investigate the major biological concepts by studying various disease conditions.

The second course, **Human Body Systems**, builds on the concepts students learned in the first course and goes more in-depth into the mechanisms that keep the body functioning. Students will learn how to use LabVIEW software to write programs that allow them to collect data from the experiments they design. The focus will be on how the human body is a system that requires the coordinated actions of multiple interrelated systems, each responsible for various actions.

The third course, **Medical Interventions**, allows students to investigate the wide variety of preventive and treatment actions available to prolong and improve the quality of life. Possible topics include stem cell research, cochlear implants, insulin pumps, joint and organ replacements, heart pacers and internal defibrillators.

The fourth course, **Medical Innovations**, is the capstone course for the program. Students will design and conduct experiments related to the diagnosis, treatment and prevention of disease or illness. They will apply the knowledge and skills learned in the previous courses to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or have an adviser from a university, hospital, physician's office or industry as they complete their work. Students will be expected to make a presentation of their work to an adult audience.



# The place to be

## AP summer institutes advance teacher, student learning

By Susan Riddell

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Some teachers come to network. Some want to know about testing changes. Others pick up new strategies for classroom learning, while others want a challenge for themselves.

But the common bond they all share is they want to be better Advanced Placement (AP) teachers.

And there's no better place for AP teachers to come together than an AP Summer Institute, a week-long program led by experienced AP consultants who offer more than 20 different workshops, according to Julia Roberts, founding director of the institute at Western Kentucky University.

"The fact that we have offered the Advanced Placement Institute for 27 summers will tell you how important I think this professional development opportunity is," Roberts said.

AP Summer Institutes also were held at Morehead State University and the University of Louisville this past summer.

More than 475 AP teachers attended the 2010 institute held this past summer at Western. Teachers came from three countries, 17 states and 91 Kentucky school districts to work with consultants – some of whom are text authors for AP exams.

"Participants in the institute learn so much from the consultants and also establish a network of teachers who teach the same Advanced Placement

course," Roberts said.

Kim Adams, a science teacher and department chair at Trigg County High School, said collaboration between teachers across the state and beyond is hard to come by on a daily basis.

"This year's institute was productive because all of us had been teaching AP biology for at least a couple of years," Adams said of her group within the institute. "We were able to share experiences and materials and to brainstorm ways to improve our current teaching strategies and methods."

This was Adams' fourth trip to the summer institute. In her three previous visits, Adams attended the beginning teacher courses, but she came in as an experienced teacher this past summer.

"Because of the information and materials I receive at the institute, I am able to improve my course for

the next school year," Adams said. "New labs and activities, web resources, and teaching strategies for specific topics help me make the AP biology content more accessible to the students in my class."

David Buchele teaches biology, chemistry, physics, anatomy and physiology, and earth/space science at Frederick Fraize High School (Cloverport Independent). He attended the summer institute for the second

time in 2010. Buchele has been teaching for 26 years in the Cloverport school district. This is only his second year, however, as a high

*"The institute keeps teachers aware and prepared for the rigor involved in these sorts of courses."*

David Buchele,  
AP biology teacher,  
Frederick Fraize High School  
(Cloverport Independent)



Photo by Amy Wallot

Biology consultant Ann Griffin, left, works with Holmes High School (Covington Independent) teacher Elaine Eifert and Warren Central High School (Warren County) teacher Joey Norman on an experiment during the 2010 Advanced Placement (AP) Summer Institute at Western Kentucky University. The institute provides AP teachers the opportunity to share experiences and brainstorm ways to improve teaching strategies and methods.

school AP teacher.

He appreciates the "basic strategies for implementing and conducting the AP biology course – especially tips for conducting the labs," Buchele said. "The institute keeps teachers aware and prepared for the rigor involved in these sorts of courses. The biggest benefit is to hear and see tips from experienced teachers who have been teaching AP for a while. I am a new AP teacher, so all the training will be beneficial in implementing our courses at school."

AP consultants come from all over the United States to instruct the teachers at the institute. Each brings his or her own spin to the workshops.

While one biology consultant is speaking to a class about changes in the AP exam in the next few years, another biology consultant may be working with teachers on how to make the most of classroom time.

That's what Ann Griffin, a biology consultant at the Western AP Summer Institute, did when her

beginning biology teachers participated in a group lesson on how to set up experiments.

Griffin said her session shows teachers the importance of being prepared for lab lessons. Teachers in the class formed groups and followed a set of directions that led them to creating a safe environment for experimentation.

"Teachers can take tests and papers home and grade them to free up classroom time, but they can't take labs home and set them up there to free up time," Griffin said. "That has to be done in the classroom. But teachers still need the practice. If they aren't sure how to set up the lab, then it will take more time away from the lesson when students are ready to learn."

"Teachers need the experience of knowing how much time it takes," Griffin added. "Some labs take a lot of time to set up. Teachers don't need the extra stress of that uncertainty, either."

Griffin said her session is just one of many that go hand in hand both in subject matter and across curric-

ulums with the goal of enhancing a student's learning experience.

"The AP exam scores will come when the teachers are able to get the most out of their time in the classroom with the students," she said. "In here, we're focusing on the AP program as a whole, not just the actual testing. That's only a small piece of this."

Buchele said it's important for teachers to push themselves so that the end result can be met, and that's getting students ready to excel in college and beyond.

"AP classes offer an opportunity for high achievers to excel and to be challenged beyond what may be available in regular course work," Buchele said. "Also, in today's marketplace those who are successful in AP course work should have a 'leg up' in getting into certain schools as well as jobs."

### MORE INFO...

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# ‘Stop and smell the tomatoes’

School gardens teaching students, enriching experience for teachers

By Susan Riddell

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To Shellie Fuqua, a garden is a place of “meditation, exercise, practicality and spiritualism.”

It’s also a place to learn. Fuqua, a family consumer science teacher at Bryan Station High School (Fayette County), started a school garden at her school last year. She incorporates the garden with core content to make her students more aware of what the physical world offers them on a daily basis.

“A garden is a place to do something yourself that has visible results,” Fuqua said. “This builds pride and a connection with nature and the world around us that I feel is incredibly important to a person’s life. I believe that people need a break from the technologies around them a few moments out of each day to stop and smell the tomatoes.”

Janelle Mason, family resource center coordinator for the Hardin County school district, is in her third year with a garden at Lincoln Trail Elementary School. She and parent educator Deb Kodama have created a unique gardening program, Get Going Gardening, which focuses on family togetherness, healthy eating and outdoor activities.

Mason said the experience children get out of the garden is critical with regard to physical activity that some students miss out on when they are preoccupied by other things.

“Many of our children live extremely structured lives with school, structured after-school programs, sports and more and have little time for unstructured contact with nature,” Mason said. “Because of safety concerns, children don’t play outside like they used to, and so many spend hours with video games and television.

“Our school garden gives us a chance to help families find ideas on how to expose their children to nature and to understand the

## Starting a school garden

Both Janelle Mason and Shellie Fuqua agreed that a successful school garden flourishes when teachers dream big but start small.

Teachers should “know that there are easy, low-cost and low-labor things that they can do to create small areas of nature if they aren’t ready for a garden,” said Mason, who added that teachers should look online for resources first, and they should know community resources that might prove helpful in the process.

Fuqua said preparation and persistency also are key ingredients in growing and maintaining a school garden.

“A little time spent doing some footwork beforehand – gaining approvals, asking for donations, looking for funds – will go a long way,” Fuqua said. “If teachers start a school garden with only a few herbs in the window of a classroom or two or some flower pots around the building – nothing is too small as long as they stick with it.”

Other tips:

- Start with just a few people; more people can clutter the organization instead of helping it.
- Work with a small plan. Be willing to stay after school or come in early to do some harvesting, planting or weeding. A few minutes a day or every two days will make a big difference.
- Establish a clear plan on who is going to take care of the garden and what chores belong to which people.
- Be sure that some members of the planning team are well experienced and able to be efficient in caring for the garden.
- Try many different species of plants – you never know what you may get, and sometimes things will do really well that you have not had luck with in the past at another site.

importance of exposure to nature and growing things. We offer low-cost ideas and are finding that families are excited about going home and replicating ideas that they have seen here at the Family Resource Center.”

## Garden variety

Mason’s garden is a sensory garden that started out with lambs ear, mini hollyhocks, hens and chicks, basil, mint, parsley, tomatoes, and snapdragons. Peppers, squash and a raised bed with lettuce, radishes and onions also have been added.

In May, Lincoln Trail Elementary 4th-graders planted a Three Sisters Garden (corn, squash and beans) in preparation for a Native American unit they will study as 5th-graders this fall. Students planted cotton the last day of 2009-

10 school year, as well as sunflowers and elephant ears

“We also are growing potatoes in cardboard banana boxes and have sprouted an avocado seed,” Mason said.

Fuqua’s garden at Bryan Station High is just as plentiful. She said sugar and snow peas, collard and mustard greens, lettuce, spinach and broccoli already have been harvested, while cabbage, onions, Chinese chives, two types of garlic, four varieties of tomato plants, sweet and hot pepper plants, lavender, lambs ear, Lemon mint, yellow and green squash, Mammoth sunflowers, oregano, beets, carrots, three different radishes, pumpkins and watermelons are growing or have been planted.

“Last school year, we had just a few of each plant in our beds and



Photos by Amy Wallot

Clarkson Elementary School kindergarten student Michell Lynch washes fresh-picked lettuce with her mother Tomoko Lynch during the Get Going Gardening program at Lincoln Trail Elementary School (Hardin County).

are trying out which does best in our climate and soil,” Fuqua said. “Beans and okra were planted so that they are harvested this month. We will do a fall/winter garden of greens and peas and cooler items at the start of second semester.”

While the gardens can be planted based on the seasons, student learning happens throughout the school year.

“My program alone offers lessons in culinary, economics, life cycle and development, in addi-

tion to working in the engineering department (hardscape designs), art department and science ... even history in the stories of Victory Gardens and former school gardens,” said Fuqua, who added that she can often “sneak in health, nutrition and physical activity lessons.”

Mason said teachers in other areas at Lincoln Trail Elementary have been known to feed off of the excitement of the students.

“There is an education process with the teachers,” Mason said.



Junior Cody Willhoite, left, senior Michael Miller and junior Meranda Sizemore water plants in the school garden at Bryan Station High School (Fayette County). Shellie Fuqua, a family consumer science teacher who helps maintain the garden, said her lessons involving the garden touch upon economics, life cycle and development, hardscape designs, art, science and history.



Senior Michael Miller eats a pea pod out of the school garden at Bryan Station High. Students who work in Fuqua’s garden also are learning core content lessons making them more aware of what the physical world offers them daily.



**Above:** Connor Bumpass, 4, watches Janelle Mason, family resource center coordinator for the Hardin County school district, prepare vegetables during the Get Going Gardening program at Lincoln Trail Elementary. The program focuses on family togetherness, healthy eating and outdoor activities.

**Left:** Janelle Mason helps New Highland Elementary School (Hardin County) kindergarten student Yamato Kojima pick lettuce from the garden.

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# Dig it

## Teachers use archaeology to bring other subjects to life

By Matthew Tungate

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Students in schools across Kentucky are using buttons to learn about sorting, color, shapes and classification, all while drawing inferences about the objects' owner. Teachers are using original source documents to produce informed citizens, voters and leaders.

All are happening because of archaeology, a word not even found in the *Program of Studies*, according to A. Gwynn Henderson, archaeologist and education coordinator with the Kentucky Archaeological Survey (KAS), jointly administered by the Kentucky Heritage Council and the University of Kentucky Department of Anthropology.

"Archaeology is not just digging up bones – it's not dinosaurs," Henderson said. "It's a way to learn about past peoples by studying the objects they left behind and the patterns of those objects."

KAS has offered a national professional-development program called Project Archaeology since the mid-1990s, Henderson said. It consists of three components: workshops, high-quality educational materials and continuing professional development.

Project Archaeology workshops are held in the summer and led by a KAS archaeologist and a classroom teacher. Participants engage in discussions and activities about archaeology and how to use it in their classrooms.

"Once we start the workshop, there's absolutely no question, based on educators' responses and the evaluations we've gotten, that they see the importance of it," Henderson said.

Teachers also receive lots of curriculum and Kentucky-focused materials, including *Intrigue of the Past*, a book that includes 24 lessons that address multiple learning and teaching styles, and includes many hands-on activities. Project Archaeology lessons are aligned with *Kentucky's Core Content* and *Program of Studies* and will be aligned with new standards, she added.

"We want to send them home loaded down with content, lessons, lists of resources, links to websites and opportunities for inserting that information directly into their classroom," Henderson said.

### A vehicle for teaching

Jill Reverman, who teaches mathematics, social studies and writing at Nichols Ele-

mentary School (Bullitt County), attended a Project Archaeology workshop in 2009 and thinks it is a good opportunity for teachers to get students interested in the past.

"I think any time you can use something real or real-world, the students are much more interested and they see relevance to real life," she said.

Reverman said she used the information she learned at the workshop when discussing the use of primary sources to study history in social studies class. She showed students that archaeologists and historians use artifacts to piece together the story of the past.

She also used some of the lessons such as "The Archaeology of Me," where students brought in items from their homes, and the class tried to piece together what they could learn about that person from their "artifacts."

"I chose that lesson because it showed how real archeologists work, piecing together clues that they find about a person's life," Reverman said. "I think students learned how archaeologists work and helped to explain how historians know so much about the past."

Theresa Falder teaches American government, AP American Government and Politics, and archaeology at Livingston County High School. She also has served as a Project Archaeology facilitator and finds many ways to incorporate archaeology into her classes.

She said she uses about 95 percent of the lessons in *Intrigue of the Past* in her archaeology class. "It works so well because the Project Archaeology curriculum takes such a 'hands-on' approach to learning," Falder said.

In government classes, she said she has incorporated lessons concerning culture, the importance of history and observation and inference.

"When we cover the early formation of governments, we have a discussion about the archaeology of prehistoric man. We discuss how archaeological research has increased our knowledge of the social structure of prehistoric man, which includes the formation and evolution of government," Falder said. "Finally, we discuss the archaeology that has been conducted at places like George Washington's home, Mount Vernon, and Andrew Jackson's home, The Hermit-



Photo by Amy Wallot

Terry and Sarah Hodges listen to tour guide Frank Webster, left, talk about the standalone kitchen at Riverside, the Farnsley-Moremén Landing, during the Project Archaeology workshop in Louisville. Terry Hodges is a kindergarten assistant at Tully Elementary School (Jefferson County), and Sarah Hodges is a 3rd-grade teacher at Greenwood Elementary School (Jefferson County).

age. I feel that this allows my students to gain a better understanding of the Founding Fathers and our country's early leaders, especially when it comes to issues like liberty and equality."

She said she became a workshop facilitator, which required additional training, because she sees the value of the curriculum for teachers.

"It presents so many topics, not just archaeology, in a fun and engaging way," Falder said. "In addition to archaeology, it also incorporates social studies, science, sociology, mathematics, logic, psychology and art."

Shannon Miller, who teaches 5th-grade reading and writing at Greenwood Elementary School (Jefferson County), has a bachelor's degree in anthropology and attended her first Project Archaeology workshop last summer.

She said she learned some interesting ways to take a concept in reading, like inference, and connect it to archaeology. Miller also likes that there are many opportunities to teach respect for other cultures and history through archaeological experiences.

"I think I will use archaeological texts and exercises in literacy and writing centers," she said. "I can easily tie in reading and writing concepts to the study of archaeological concepts."

Henderson said KAS is trying to inform teachers that they can use archaeology in many subjects, as workshop attendance has been dwindling in recent years.

The teachers who have attended said their counterparts are missing out.

Miller said teachers who don't go are missing the opportunity to connect concepts and strategies they are already teaching into a new exciting field.

"Students love the mystery and problem-solving aspects of a field such as archaeology," she said. "With a little creativity, we can create a bridge with other subjects (math, science, reading and writing). It is also the perfect avenue for higher-level thinking and the scientific method of thinking and doing. It makes them critical thinkers about history and encourages that depth of thought on every subject."

Falder agreed.

"If they give it a chance and actually try some of the lessons in their classroom, I think they will find what a great resource it really is," Falder said. "I haven't found a student yet who didn't like archaeology."

### MORE INFO...

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# Positively rewarding

## Behavior program aids schools in big way

By Susan Riddell

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Students go to school to learn, make friends and gain invaluable experiences to take with them beyond the walls of a school building.

But inevitably some students can cause enough of a distraction to prevent teachers from teaching and other students from learning. They may fight, argue or sometimes unintentionally do things to disrupt a class lesson. These actions can lead to suspensions.

To reduce the high number of suspensions and student referrals with the hope of one day eliminating them altogether, the Kentucky Center for Instructional Discipline (KYCID) embraced a positive behavior framework six years ago called Positive Behavior Interventions and Supports (PBIS) and began to offer professional development and training on PBIS.

According to the KYCID, PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

Since 2004, more than 300 schools have implemented PBIS strategies for achieving important social and learning outcomes while preventing problem behavior with students at different grade levels. Seven school districts – Allen, Grant, Henderson, Laurel, Pulaski, Shelby and Warren counties – serve as demonstration sites for PBIS, meaning that many schools in the districts are implementing PBIS along with strong district support.

Sixteen districts – including Carter, Barren, Clark, Garrard, Grayson, Kenton, Knox, Metcalfe, Monroe, Montgomery, Perry, Simpson, Todd and Webster County school districts and Caverna and Russellville Independent districts – have begun districtwide initiatives to work toward implementing

PBIS at many if not all of their schools.

Amanda Reagan, behavior analyst for Allen County school district, said all four schools in her district participate in PBIS. While there wasn't a huge problem of referrals and suspensions in the district, Allen County signed on as a preventative measure when a colleague mentioned PBIS to Reagan.

"Because my position in the district is unique, she thought that I would be personally interested in learning more about it," Reagan said. "I would definitely recommend PBIS to any district. We have seen many positive changes in the culture and climate of our schools."

"The best part about the trainings is the ability to network with other educators that are addressing similar problems in innovative ways," Reagan added. "When we attend trainings, we are presented with various interventions to add to our tool box. I may not have the answer for addressing a specific

problem, but I know that I can get in touch with our area coordinator, and she will point me to other educators that have successfully tackled a similar situation."

Sheila Wheatley, director of special education for Webster County school district, said PBIS is paying off in her district, too. Webster County started the KYCID effort with Clay Elementary School and Webster County High School adopted the strategies shortly after Clay Elementary.

"The other schools noted the impressive decrease in discipline referrals at both schools and decided to join three years ago," said Wheatley, noting that the district implemented PBIS because it had a rather large suspension rate at the high school.

Meetings and data collection are two big elements within PBIS.

"At the district level, our team meets once a month to discuss suspension or expulsion



Photo by Amy Wallot

*New Haven Elementary School (Boone County) art teacher Norita Alexander, left, Assistant Principal Sandy Collette, center, and special education teacher Tara Wittrock review behavior referrals for their school during the Positive Behavior Interventions and Supports (PBIS) workshop in Covington. More than 20 school districts in Kentucky have implemented the PBIS model, which is designed to reduce discipline problems and increase student learning across all grade levels.*

rates and the progress that each school has made," Wheatley said. "At the school level, our PBIS teams meet on a monthly basis to discuss SWIS (School-Wide Information System) data, discipline referrals and individual cases."

The meetings have had a trickle-down effect throughout the district, Wheatley added.

"Communication between district and school administrators was greatly enhanced due to monthly PBIS meetings, which in turn made for a more supportive environment," Wheatley said. "Also, the teachers are taking more steps in the classroom to be proactive versus sending the student to the principal immediately for a consequence."

Dusty Phelps, an exceptional education services psychologist with the Pulaski County school district, said PBIS has helped the district become more structured in its approach to working with students who prove to be discipline cases. Currently, six elementary schools and two middle schools are participating.

"It is important to have an organized system of how to respond (to problems)," Phelps said. "That keeps teachers and administrators consistent, which helps with student behavior."

Still, it is important to not forget about the kids who aren't discipline cases, and workshops involving PBIS address this concept as well.

"It is very easy to slip into the 'squeaky wheel gets the grease' phenomenon with student behavior," Phelps said. "Teachers

and administrators become professional fire fighters – putting out fires all the time – rather than teachers of behavior and academics."

Reagan said one important element to consider with PBIS is how schools work with each other within the district while taking care of their own needs. This means some schools may need to slow down and not implement all the practices right away.

"KYCID strongly recommends that schools go at their own pace because there is no one-size-fits-all approach," Reagan said. "Teams must design interventions and strategies that fit their staff, their students and the individual needs of the school."

"Also, it's important that the faculty and staff have a high rate of buy-in before introducing new interventions or procedures," Reagan added. "PBIS allows teams to individualize their behavior supports, which leads to higher fidelity of the interventions. It works so much better than telling a school, 'You must do it this way,' and it takes some of the pressure off administrators because they feel less like they are tied to specific timelines. Every school is different, so each must use an individualized approach."

### MORE INFO...

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*"We have seen many positive changes in the culture and climate of our schools."*

Amanda Reagan,  
behavior analyst,  
Allen County  
school district



# Use it or lose it: World languages focus on communication

By Matthew Tungate

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Kentucky students who go to a foreign country are sometimes faced with a significant problem – they can't ask for food. More specifically, they can't order the food they want, according to Jacque Van Houten, world language and international education consultant for the Kentucky Department of Education.

That's because students memorize standard food vocabulary, for instance. However, if "peanut" isn't one of those words, or the student is allergic, "you were out of luck," she said.

A student might also know a few meals to order, but what if a restaurant didn't serve any of those dishes?

"You couldn't even recognize the other words on the menu," Van Houten said.

World language educators are starting to take a new approach in Kentucky. Teachers are focusing more on helping students communicate and less on language rules.

"The only way to understand language proficiency is by performance," Van Houten said. "No one ever asks you to conjugate a verb on the street in Paris."

Some teachers want students to learn every grammar point from the beginning and then use the language.

"We're giving you, 'Use the language, and let's refine the use of the grammar techniques later on,'" Van Houten said. "It's motivating. It makes kids want to continue to study the language because they see they have a purpose for it."

Kentucky offers a variety of world languages (American Sign Language, Mandarin Chinese, French, German, Hebrew, Japanese, Latin, Russian, Spanish, and Spanish for Spanish students), and at multiple levels (preschool, primary, intermediate, middle and high school) depending upon the school and school district. Kentucky requires two units of the same world language for pre-college curriculum.

The Kentucky World Language Association (KWLA) Teacher Network has spent two years developing new standards, which will be presented to the Kentucky Board of Education after they have had more field testing, Van Houten said.

The new plan has one standard with learning indicators and learner benchmarks. Students have six competencies (three language, three intercultural). Language competencies reflect modes of communication (interpersonal, interpretive and presentational). Intercultural competencies reflect whether a speaker uses language in the appropriate cultural context.

"This is interplay – a person dealing with another person, using language written or spoken, and understanding their culture and your culture enough that you're able to negotiate meaning," Van Houten said.

Competencies are based on "I can" statements, such as "I can understand some short conversations or descriptions." Students are evaluated as intermediate, advanced or superior.

Jocelyne A.M. Waddle, a native of France, teaches numerous world language courses at Frankfort High School (Frankfort Independent). She is vice president of the state's American Association of Teachers of French (AATF).

In her classroom, she has five posters with "I" statements on them. They are:

- I am very comfortable with...
- I can...
- I would like to know more about...
- With a little bit of help I can...
- I don't have a clue about...

"As I go through the unit, students are encouraged to check their progress by putting Post-It notes in the appropriate poster and changing them as their confidence and proficiency improve," she said. Waddle said she recently began using the draft world language standards to help create assessments.

"Performance assessments allow students to truly see their present language abilities within any given function," she said. "They become very excited when they realize that they actually can tell someone all about their friends and family, can order a meal in a restaurant, can tell someone about a recent trip they went on and more."

Alice Spagnola is in her first year teaching Spanish at Fairdale High School (Jefferson County) after spending the most recent five years at Fern Creek Traditional High School



Photo by Amy Wallot

Students listen during Jocelyne A.M. Waddle's French IV Advanced Placement class at Frankfort High School (Frankfort Independent). Waddle, a native of France, is one of several foreign language teachers around the state using the draft world language standards created by the Kentucky World Language Association Teacher Network.

(Jefferson County). She has spent more than a year helping the Jefferson County school district revamp its world language program.

She said many of students have had previous experience in a Spanish classroom, often negative, when they come to her.

For instance, last year two students were taking an interpersonal speaking test with each other. "Joe" asked "Allen" a question, and "Allen" didn't understand. "Joe" restated the question in a different way to explain what he meant and to help "Allen," thus keeping the conversation going, Spagnola said.

"This may not sound like much, but this requires a higher level of proficiency than I expected to hear and, for this assessment, 'Joe' received an exceeds expectations," she said. "He was so excited he put the rubric with his grade on the refrigerator (that normally has nothing on it). He didn't tell me – his mother did. He was excited about his success in the second language."

Students decide quickly in a language classroom whether they feel like they can do well or not, said state AATF President Tiffany Hornback, a fourth-year French teacher at Campbell County High School.

"Doing my best to encourage them to find their own intrinsic motivation, many of my students have grown to see learning their second language as much more than simply

obtaining a required education credit," she said.

Hornback said students have a lot of fun practicing the language together each day, communicating with teen pen pals in France, traveling and "just seeing that learning another language is truly possible for anyone."

She said students also see the benefits of learning another language: being more competitive for colleges or employers; having opportunities to study abroad and experience other cultures; or becoming a citizen in today's global society.

"At 26 years old, I have studied abroad twice; taught English in Caen, France, for a year; have traveled to Europe approximately 10 times; have great friends all over the world that I can communicate with and visit; and have a great career as a language teacher, which continues to provide me with awesome opportunities," Hornback said. "I have experienced all of this because I enrolled in French as a high school freshman and continued to move forward with my language learning."

## MORE INFO...

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"The only way  
to understand  
language  
proficiency is by  
performance."

Jacque Van Houten,  
world language and international  
education consultant, Kentucky  
Department of Education



## LEADERSHIP LETTER

Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

### Challenge to Lead 2010 report released

Kentucky's 4th- and 8th-graders outperformed the nation in reading on the National Assessment of Educational Progress (NAEP) in 2009, but the state needs to improve college enrollment, degree completion and other measures of education progress, a new Southern Regional Education Board (SREB) report shows.

The in-depth report, released by SREB at its annual meeting recently in West Virginia, outlines the state's progress on the SREB *Challenge to Lead* Goals for Education. The goals were approved by a commission of the region's leaders in 2002 and call for major improvements in K-12 student performance, college readiness and other key areas of education in Kentucky and 15 other SREB member states.

"Kentucky can be proud of its progress in education, but all policy-makers and education leaders in SREB states need to continue to make improving all points in the education pipeline a top priority," said SREB President Dave Spence on the report's release.

The full report is available at the link provided.

[www.sreb.org](http://www.sreb.org)

### 'Young Minds' give blood, can earn scholarships

Recognizing the importance of cultivating today's youth to be tomorrow's leaders, the American Red Cross developed the "Young Minds Change Lives" educational scholarship program, which allows high schools to earn up to \$2,500 in scholarship money while helping save patients' lives by hosting blood drives with the Red Cross. The program is available for students who want to host a Red Cross blood drive during the school year or the summer months.

The Red Cross is the largest provider of blood products and specialized laboratory services across the country. As a volunteer-based organization, the Red Cross partners with organizations and institutions in communities to host the blood drives that ensure a safe and adequate blood supply for patients in need.

By hosting Red Cross blood drives, high schools and students can be part of this life-saving team. In 2009, the Red Cross introduced new height and weight requirements for high school-age donors as part of safety



Photo by Amy Wallot

### Value of art

*Marion County High School counselor Jan Bradshaw, center, and Oak Hill Elementary School (Pulaski County) library media specialist Mary Ann Casada-Anderson watch potter Jeff Gieringer throw clay at Powdermill Pottery during the Discover the Arts field trip in Berea. The program, sponsored by Berea Tourism and Eastern Kentucky University's College of Education, allowed teachers the opportunity to visit working artists and tourist sites in the Berea area.*

initiatives, recognizing that younger donors are more likely to experience a reaction after giving blood than older donors. The new requirements have been successful in reducing reactions by 25 percent among 16-year-olds, 20 percent among 17-year-olds and 10 percent among 18-year-olds.

In addition to providing a great community service opportunity and earning scholarship money, students may be able to earn points or log hours for community service programs or incentives already in place at the school.

Red Cross blood drives fit many service-learning project requirements. Participation in Red Cross blood drives is also a great addition to student resumes and applications for internships, jobs and colleges and universities. Because of its longstanding humanitarian mission, many schools, organizations and businesses recognize Red Cross volunteer experience as an entrance or hiring plus.

To learn more about the program and hosting blood drives with the Red Cross, contact Lori Medley, [medleyl@usa.redcross.org](mailto:medleyl@usa.redcross.org), at (502) 540-7042 or call (800) RED-CROSS (733-2767).

[www.redcrossblood.org](http://www.redcrossblood.org)

### Massey elected to national position

Longtime Boone County Board of Education member and former Kentucky School Boards Association (KSBA) President Charles "Ed" Massey is the new secretary-treasurer of the National School Boards Association (NSBA). Massey was chosen by members of the NSBA Delegate Assembly in voting recently on the eve of the 2010 NSBA national conference in Chicago.

Massey's nomination had been endorsed by the KSBA Board of Directors and the nine-state NSBA Central Region delegates. Earlier in the year, the NSBA nominating committee considered Massey and several other candidates before recommending his selection to the Delegate Assembly.

Massey will serve the coming year in the capacity of secretary-treasurer, become president-elect in 2011 and assume the top elected post for the association at its 2012 national conference in Boston.

Massey is in his fourth term on the Boone County board, was first elected to the KSBA board in 1998 and will complete his two-year term as immediate past president at next year's KSBA annual conference. In April 2008, he was elected as the

Central Region director to the NSBA board by his colleagues in Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio and Wisconsin.

He is a former participant in the prestigious Harvard Executive Educators Leadership Program and a member of the Leadership Kentucky Class of 2004. He has served on the Kentucky Council for Community Education and the Baptist Joint Committee on Public Affairs.

### Teacher, principal effectiveness teams meet

Two panels of district leaders and educators have begun working with Kentucky Department of Education staff to develop the state's new teacher and principal evaluation systems.

The 28-member Teacher Effectiveness Steering Committee includes:

- Ann Porter, Mason County Board of Education member
- Kenneth Galloway, superintendent, Graves County school district
- Tim Hanner, superintendent, Kenton County school district
- Dot Perkins, superintendent, Gallatin County school district

Kentucky School Boards Association (KSBA) Executive Director Bill Scott also serves on this panel.

The 28-member Principal Effectiveness Steering Committee includes:

- Linda Duncan, Jefferson County Board of Education member
- Susan Compton, superintendent, Russell Independent school district
- Andy Dotson, superintendent, Harrison County school district
- Tim Murley, superintendent, Warren County school district

KSBA Associate Executive Director David Baird and Wilson Sears, executive director of the Kentucky Association of School Superintendents, also serve on this committee.

### Kentucky Teacher available online

Every issue of *Kentucky Teacher* from Sept. 1997 to the present is available online. Visit [www.education.ky.gov](http://www.education.ky.gov) and click on the *Kentucky Teacher* logo on the left side of the page to select the school year and issue. To view issues online, you need to have Adobe Acrobat Reader installed on your computer. To download Adobe Acrobat Reader, visit [www.adobe.com/products/reader](http://www.adobe.com/products/reader).



## BULLETIN BOARD

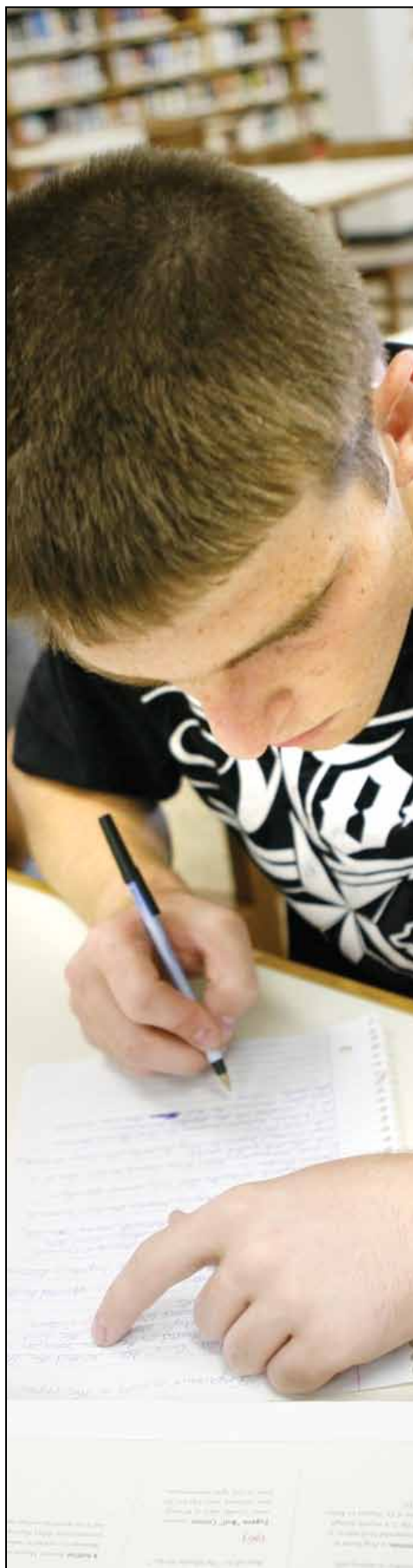
Compiled by Susan Riddell, [susan.riddell@education.ky.gov](mailto:susan.riddell@education.ky.gov)

Photo by Amy Wallot

Johnson Central High School (Johnson County)

## Announcements

## Civic education and engagement news

The Office of Civic Education and Engagement (OCEE) at the University of Louisville has previously met the state's need for high-quality professional development in the area of government and civics. The OCEE partnered with the Kentucky Department of Education (KDE) to improve government and civics education in Kentucky. The OCEE has recently closed and will no longer be continuing this work. However, all resources and curricular products that have been produced and created by Kentucky teachers through the network have been posted on KDE's website for teachers to use in their classrooms. The materials may be accessed at <http://go.usa.gov/c3r>.

## Conferences &amp; Workshops

## Environmental education's 'Telling Our Story'

The 34th Annual Kentucky Association for Environmental Education Conference (KAEE), "Telling Our Story," will be Sept. 17-18 in Cave City. The conference is geared toward teachers of all grade levels and disciplines, as well as non-formal educators who work in a variety of settings such as parks, nature centers, museums, zoos, non-profits and governmental agencies. Participants will explore engaging and creative ways to integrate science, mathematics, history and art to tell the story of the interaction between people and nature. Brian Day, the executive director of the North American Association for Environmental Education, will be this year's keynote speaker at Saturday's awards luncheon. For more information, contact Ashley Williams, [director@kaee.org](mailto:director@kaee.org), at (321) 848-5327.

[www.kaee.org](http://www.kaee.org)

## Gifted education workshops

The Kentucky Association for Gifted Education (KAGE) and the Kentucky Advisory Council for Gifted and Talented Education present Issues for Leaders in Gifted Education on Sept. 20 in Lexington. Speakers from different fields will examine current information on several major issues in education and their impact on Kentucky's gifted students. On Sept. 21, teachers are invited to the Kentucky Association for Gifted Education's fall workshop Meeting the Social and Emotional Needs of the Gifted. A vari-

ety of strategies will be demonstrated to help participants learn about and discuss the characteristics, behavioral manifestations, and issues facing gifted individuals. Participants will actively practice strategies for meeting the needs of these students and for assisting others in understanding gifted children. For more information, contact the KAGE office at (270) 745-4301.

[www.wku.edu/kage](http://www.wku.edu/kage) <http://www.wku.edu/kage>

## School councils conference

The Kentucky Association of School Councils annual conference is Sept. 21-22 in Louisville. The conference theme is "Student Achievement: Take It To The Top." Attendees will hear advice on combining engaging instruction and daily classroom formative assessment. Session topics include assessment updates and changes, and creating an effective process for Program Reviews in the variety of content areas. Also, schools of all levels that have made remarkable student achievement gains or demonstrated consistently high student learning will present. Both new and experienced council members can fulfill their training requirement at the conference, and the conference is approved for EILA credit.

For more information, contact Lisa Stone, [kasc@kasc.net](mailto:kasc@kasc.net), at (859) 238-2188.

[www.kasc.net](http://www.kasc.net) <http://www.kasc.net>

## 'The Road to Resilience'

The annual Kentucky Counselors Association (KCA) Conference, themed "The Road to Resilience" and set for Oct. 20-22 in Louisville, will focus on counselors of all fields and the challenges of thriving in current times. Workshops will provide new tools for assisting clients/students and a renewed prospective as counselors. Keynote speakers will be Marcheta Evans and author Kim P. Johnson. For more information, contact Beverly Martin, [beverly.martin@paintsville.kyschools.us](mailto:beverly.martin@paintsville.kyschools.us), at (606) 789-2656.

[www.kyca.org](http://www.kyca.org)

## 'Science in ACTION in Kentucky' event

The Kentucky Science Teachers Association (KSTA) Conference and Professional Development will be Nov. 4-6 in Lexington. This year's theme is "Science in ACTION in Kentucky." The strands are assessment, content and technology. Various discounted registration rates apply through Oct. 22. For more information, contact Sherry Fox at (866) 267-5782.

[www.ksta.org](http://www.ksta.org)

## Contests &amp; Other Events

## Bill Monroe centennial kick-off concert

The Kentucky Historical Society will kick off the Bill Monroe centennial with bluegrass and barbecue. Bluegrass scholar Tom Adler will interview and present a special ensemble brought together to play just for this occasion comprised of Jim Smoak and Danny Jones, former members of Monroe's band, the Blue Grass Boys, and master bluegrass musicians Michael Cleveland and Steve Cooley. The event will be Sept. 9 from 7-9 p.m. in the Cralle-Day Garden at the Thomas D. Clark Center for Kentucky History in Frankfort. For more information, contact Mark Brown, [mark.brown@ky.gov](mailto:mark.brown@ky.gov), at (502) 564-1792.

## Teachers can explore history campus

The Kentucky Historical Society (KHS) is inviting teachers to an evening exploration of the KHS history campus Sept. 16. Teachers are invited to tour the Thomas D. Clark Center for Kentucky History and the Old State Capitol and find out about educational programs along with tours for teachers and students. The evening will include refreshments, networking with other teachers and KHS staff, a performance by KHS Museum Theatre, library tours, and close examination of museum collections. Reservations are recommended by Sept. 10. For more information or to reserve a spot, contact Mike Deetsch, [mike.deetsch@ky.gov](mailto:mike.deetsch@ky.gov), at (502) 564-1792.

[www.history.ky.gov](http://www.history.ky.gov)

## New online teen suicide prevention campaign

A new multimedia teen suicide prevention campaign has been launched by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). SAMHSA created the "We Can Help Us" campaign in partnership with the Ad Council and the Inspire USA Foundation. This campaign will include television, radio, print and interactive public service announcements as well as in-school and mall posters that are targeting 13-17 year-olds. "We Can Help Us" staff encourages school leaders to talk to students and encourage them to check out a website that highlights success stories and teen coping strategies. Each page on the website includes the National Suicide Prevention Lifeline at (800) 273-TALK (8255) for teens who need immediate support.

<http://us.reachout.com>



**BULLETIN BOARD** (continued)**'Pets in the Classroom' grant program**

Pet Care Trust is sponsoring "Pets in the Classroom," a new grants program that supports teachers who would like to have or already have pets in their classrooms. The program provides direct, no-hassle grants to elementary school teachers to purchase a small pet – and related supplies – for their classroom. "Pets in the Classroom" provides grants of up to \$150 to public school classrooms in grades K-6. Teachers can go to the website and fill in the online application form. Once approved, a certificate with the grant amount is sent to the teacher, along with a list of suggested supplies to care for the requested pet. The teacher is then reimbursed, up to the grant amount, for pets and supplies purchased at a local pet store.

[www.petsintheclassroom.org](http://www.petsintheclassroom.org)

**Youth art competition**

In April 2011, experts from around the world will gather in Houston for the International Academy of Astronautics Humans in Space (HIS) Symposium. As part of this event, students ages 10-17 are invited to express their ideas about the future of human space exploration through visual, literary, musical or digital art. Artwork submissions will be judged on creativity, skill and demonstration of meaning relevant to expressing "What is the future of human space exploration, and why is it important?" Bonus points will be awarded for artwork that does not break obvious scientific principles. Submissions must be received by Sept. 30. For more information, contact [info@dsls.usra.edu](mailto:info@dsls.usra.edu) and include "HIS Youth Art Competition" in the subject line.

[www.humansinspaceart.org](http://www.humansinspaceart.org)

**Pajama Program and 'Thrill the World' event**

The Pajama Program provides new pajamas and new books to children in need. Kentucky's Pajama Program chapter invites dance teams and other groups to participate in the worldwide "Thrill the World" dance event set for Oct. 23 in Corbin. This event brings together people all over the globe in a simultaneous recreation of the group dance in the Michael Jackson video *Thriller*. Teams can mentor other teams, collect for charity and use their talents for good causes in the community. For more information, contact Kristi Will, [kristi@pajamaprogram.org](mailto:kristi@pajamaprogram.org), at (606) 528-4818.

[www.thrilltheworld4mj.com](http://www.thrilltheworld4mj.com)

[www.pajamaprogram.org](http://www.pajamaprogram.org)

**Resources****Back-to-school safety checklist**

The Kentucky Center for School Safety (KCSS) has provided a helpful back-to-school checklist on its website. Topics in the checklist include:

- school bus and school grounds
- update students and staff handbooks (review policies related to safety issues)
- update emergency management manual (classified and certified staff)
- training and professional development
- embed specific strategies and curriculum addressing safety issues/span
- check safety equipment
- communications

The KCSS staff is committed to providing training, resources, information and research. This website also is available for planning, training or emergency assistance.

[www.kysafeschools.org](http://www.kysafeschools.org)

**Art resources**

The following useful resources are available for arts and humanities teachers.

- Picturing America is a program for teaching art and integrating it with other content areas. This resource is appropriate for middle school grades. There are images of 40 works of fine art that relate to U.S. history. In addition, a resource guide for teachers provides lots of good ideas for teaching art in the classroom.

[www.picturingamerica.neh.gov](http://www.picturingamerica.neh.gov)

- The Kentucky Arts Council has various resources on its website, including links to The Getty and other institutions that focus on art and indigenous cultures. Teachers also can get visiting artists for their students.

[http://artscouncil.ky.gov/Education/educators\\_home.htm](http://artscouncil.ky.gov/Education/educators_home.htm)

- Artsonia.com offers an online art gallery as well as a place for other art educators to share ideas and lessons.

**Discovery Education monthly newsletter**

Discovery Education sends out a monthly newsletter that has information about webinars, updates and new features, and videos. Teachers can register for the newsletter through their KET EncycloMedia account; click on TEACHER CENTER (located in the top left menu bar under "streaming"); and scroll down in TEACHER CENTER to the



Photo by Amy Wallot

**Story time**

*Bourbon County High School teacher Anna Spear, left, and Booker T. Washington Elementary School (Fayette County) teacher Jean Williams create story books during the Using Literature-Based Lessons to Teach Students with Moderate/Severe Disabilities workshop hosted by the Central Kentucky Special Education Cooperative in Lexington.*

TEACHER COMMUNITY category. Click on Discovery Education streaming newsletter. From there, teachers can register for any of the Discovery's Education newsletters.

**KET's News Quiz back for another year**

Kentucky Educational Television's (KET) *News Quiz* is a weekly 15-minute current events television program for upper elementary/middle school students. The program consists of news segments, a current events quiz, "Letters to News Quiz," and periodic "News Kids" features, which may include reports submitted by students. Teachers may stream or download the program after it airs live on Thursdays at 2 p.m. EST on KET.

[www.ket.org/newsquiz](http://www.ket.org/newsquiz)

**Science Information for Teachers**

The University of Florida's Center for Pre-collegiate Education and Training has introduced a free service for teachers and other educators. It is called Science Information for Teachers (SIFT). SIFT informs teachers about useful Internet sites categorized by topic, recommended educational site visits, professional development workshops or grant opportunities. The SIFT e-mails are then

archived in "The SIFTer's Guide to Everything Science," which currently has more than 2,200 sites archived with descriptions of the sites and the links to them. Educators can sign up for SIFT by e-mailing [sift@cpet.ufl.edu](mailto:sift@cpet.ufl.edu) with "subscribe" in the subject heading.

[www.cpet.ufl.edu/sift](http://www.cpet.ufl.edu/sift)

**Special Recognition****Kentucky bus driver wins international competition**

Richard Hall, an employee of Floyd County school district, has been selected as the 2010 National School Transportation Association (NSTA) first place winner in the School Bus Driver International Safety Competition held in St. Louis. In addition, the Floyd County school district was presented with an employer award for employing the first place winner in the small bus class competition. Hall also won first place in the district, region and state KAPT School Bus Driver Rodeo Competitions in the small bus category. He has served as a bus driver for 25 years. Drivers participating in nationals were tested first with a written assessment and then contestants got behind the wheel of a bus to put their driving skills to the test, competing in one of three categories (conventional, transit or small bus).





Photo by Amy Wallot

## Experience gained

*Estill County Middle School teacher Donald Norton, left, and teacher educator Carol McKee, center, laugh as Clark Middle School (Clark County) teacher Bill Kissick and McNabb Middle School (Montgomery County) teacher Hayley Kissick come up with a clue for Powell County Middle School teacher Justin Shepherd, right, during a 20 questions activity at the The Middle Grades Less Experienced Teacher Academy, sponsored by the Center for Middle School Academic Achievement, at Clark Moores Middle School (Madison County) in Richmond. The annual two-day academy also was held in Bowling Green and Murray.*

## Program

from page 5

the end, getting a score months later and equating that with school performance," she said. "With the Program Reviews, the focus is on what characteristics of your program are your strong areas and which ones are your weak ones, and then taking that information to begin improving your program periodically throughout the year.

"Overall it's a shift from being test-centered to being program-centered."

Schools also need to be prepared for how long it takes to complete the reviews, Carington-Gross said.

"It involves a lot of time outside of the classroom and meeting together to go over each standard," she said. "Sometimes we feel that something like this is another thing that we had to complete, but our district was willing to support us and provide subs for the teachers for the days we needed to complete the review."

Greer said schools also will be challenged to compile evidence if no system is already in place.

"It's not enough to just assume identified characteristics are occurring in a program," she said. "Evidence should be available to

show continuity across grade levels."

Aside from evaluating their own programs, schools also were evaluating the program review process, McEntyre said.

She said she expects revised versions of the Program Reviews to be available in the next month or two. Schools may begin using the Program Reviews to rate their writing, arts and humanities, and practical living/career studies programs before they are held accountable for them in the 2011-12 school year, McEntyre said.

She encouraged school administrators to begin early and to work with all teachers in their respective buildings.

"It's not just art-specific or PE (physical education)-specific or career studies-specific. All the teachers are actually working together to give students those skills to be successful," McEntyre said. "It's not a matter of these other content teachers teaching the arts or teaching health, but how can they make connections to those other programs in their own content, where applicable."

### MORE INFO...

<http://go.usa.gov/OuS>

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## Project

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added the Biomedical Pathways this year with a class of 33 students in Principles of the Biomedical Sciences, according to Victor Doty, Henderson County director of Career and Technical Education.

"I think the most important thing to share is the fact that we are adding real-world activities to science into the classroom," he said. "This helps the school increase rigor and relevance for the students."

Districts interested in joining PLTW must register the district and school, complete the school district agreement, register the teacher for training, and purchase software, materials and supplies needed for the course, Smith said.

Teachers must attend a two-week training session prior to adding each course in the pathway, she said.

"In this core session, teachers become students performing the projects they will introduce to students in the next course," Smith said.

Miller and Ezzell both attended training at Indiana University-Purdue University Indianapolis. Miller said the training sessions are very intensive, running from 8 a.m. to 6 p.m.

"During the course, the teacher actu-

ally takes the curriculum in a room full of other teachers who will be instructing these classes all around the country and becomes the student and performs a majority of the activities in the curriculum," he said. "A 'hands-on' approach is taken, and a content- and pedagogy-intensive course is designed by master teachers who already have taught the course. The master teachers instruct those in the core training session on what worked for them in teaching the course and some areas that needed more clarification for their students and some things that we could do to prepare in advance for teaching the course."

Ezzell said the Biomedical Sciences program uses a lot of technology and laboratory activities, so much of the training focuses on how to use the technology and how to prepare for and complete the labs in the course.

"I would just encourage more schools to consider the program," he said. "Administrators, board members, parents and teachers should go and see the program in action at other schools. That's what got the ball rolling in our district."

### MORE INFO...

[www.pltwky.org](http://www.pltwky.org)

[www.pltw.org](http://www.pltw.org)

Karen Smith, [karen.smith@education.ky.gov](mailto:karen.smith@education.ky.gov)

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